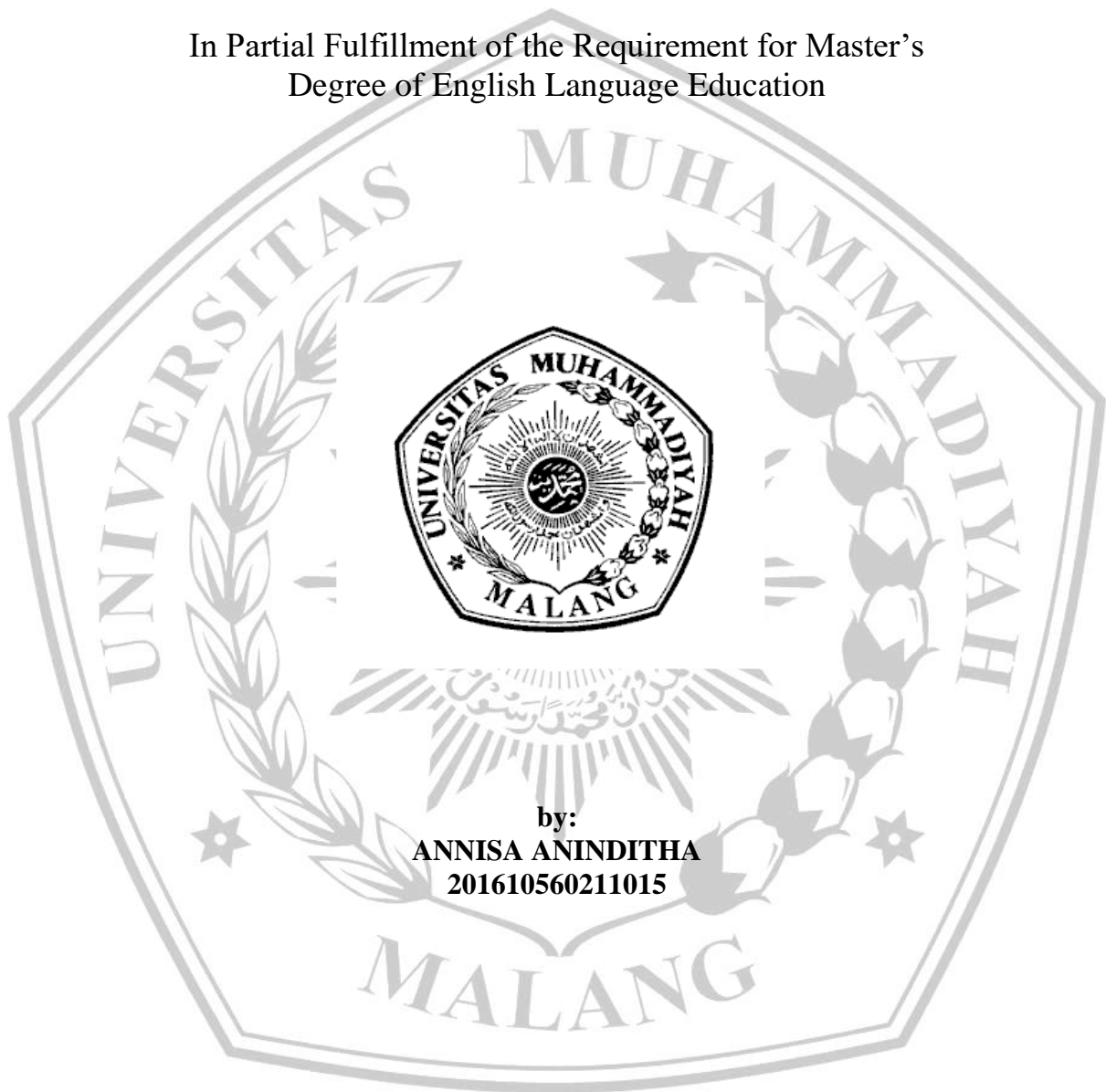


**SURABAYA GRAMMAR SCHOOL'S PERCEPTION OF DIFFERENT
TEACHERS' GENDER FOR ENGLISH YOUNG LEARNERS (EYL)**

THESIS

In Partial Fulfillment of the Requirement for Master's
Degree of English Language Education



by:
ANNISA ANINDITHA
201610560211015

**DIRECTORATE OF POSTGRADUATE PROGRAM
UNIVERSITAS MUHAMMADIYAH MALANG
July 2020**

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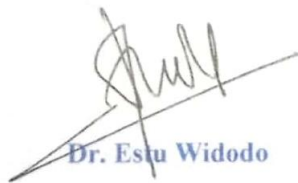
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ANNISA ANINDITHA

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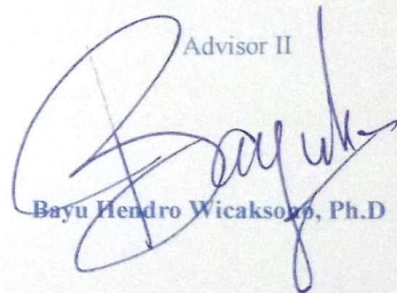
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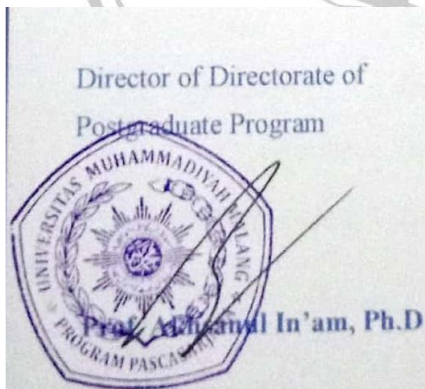
Dr. Estu Widodo

Advisor II



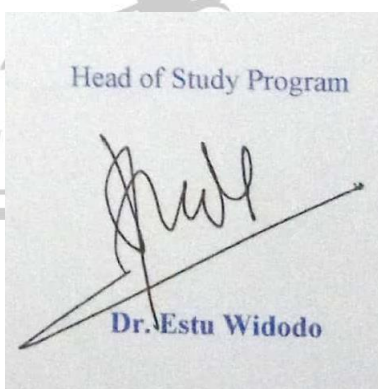
Bayu Hendro Wicaksono, Ph.D

Director of Directorate of
Postgraduate Program



Prof. Achmad In'am, Ph.D

Head of Study Program



Dr. Estu Widodo

THESIS

Written by:

ANNISA ANINDITHA
201610560211015

Has been examined in front of the examiners
On Thursday/ **23 July 2020** and decided that
It has fulfilled the requirements to get
Master Degree of English Language Education
in the Postgraduate Program of Universitas Muhammadiyah Malang

The Examiners

Chief : Dr. Estu Widodo

Secretary : Bayu Hendro Wicaksono Ph.D

1st Examiner : Dr. Sudiran

2nd Examiner : Dr. Sri Hartiningsih

LETTER OF STATEMENT

I, the undersigned:

Name : **ANNISA ANINDITHA**

NIM : **201610560211015**

Study Program : **Magister Pendidikan Bahasa Inggris**

Hereby, declare that:

1. The thesis entitled: **SURABAYA GRAMMAR SCHOOL PERCEPTION OF DIFFERENT TEACHERS' GENDER FOR ENGLISH YOUNG LEARNERS (EYL)** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Besides, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely (**NON EXCLUSIVE ROYALTY**).

Thus, this statement is made truthfully to be used as appropriate.

Malang, 23 July 2020

The Writer,



ANNISA ANINDITHA

MOTTO AND DEDICATION

*" A knowledgeable person,
if you do not have a good character,
become useless knowledge that you have. "*
(Asy-Syaikh Ibnu 'Utsaimin)

I dedicated this thesis to:

My Parents, Husband, and Brothers

ACKNOWLEDGMENT

First, writer would like to express her gratitude to Allah SWT who has given mercies and blessing to finish this thesis.

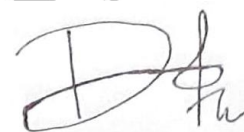
Besides, the writer would like to thank and express the respect to advisors, Dr. Estu Widodo, and co-advisors Bayu Hendro Wicaksono Ph.D. for their advices, guidance and support to her to finish this thesis.

Furthermore, special thanks and gratitude is expressed to the writer's parents Rudi Amirudin and Hilfa Albugis, My Husband Fachri Zulfikar Tuna for their best prayer and support until finishing of her study. Writer also would to thank to her younger brother Abiil Wardhana and Aqil Akhdan that always help her to completing this thesis.

The Writer also thanks to everyone that could not to be mentioned one by one who support her in completing this thesis. Hopefully, this thesis can be useful for the readers and further researchers especially students of Magister English Education in Muhammadiyah Malang University. May Allah Bless and Guide us to the right path.

Malang, 23 July 2020

The Writer,



ANNISA ANINDITHA

SURABAYA GRAMMAR SCHOOL'S PERCEPTION OF DIFFERENT TEACHERS' GENDER FOR ENGLISH YOUNG LEARNERS (EYL)

Annisa Aninditha

Master of English Language Education, Muhammadiyah University of Malang
aninditha16@gmail.com

ABSTRACT

This study is shown about school's perception of different gender teachers for young learners is significant to be explored. Moreover, understand the different perception in teaching used by different gender teachers is worth to study since both female, and male teacher has their own ways in teaching young learner.

In the teaching and learning process the researcher will be explored the school principal's perceptions of female and male teachers' gender for EYL, supported with the school's teacher (work-mate) perception perceive gender differences and student's-parent's perceptions between female and male teachers in teaching to add more information to fulfill this research.

In this research, researchers used a qualitative design. The researcher only focused on observing and exploring the perception of female and male teacher appearance at Surabaya Grammar School (SGS). The researcher conducted the observation in the inside and outside the classroom. Then, interview to get information and clarification from the school principal, teachers, parents, and student's perceptions about female and male teacher's appearance in the school and classroom.

The stereotypical perception about EYL teachers is always woman does not appear in SGS as one of the qualified school in Surabaya. The researcher admits that it would be unfair to judge the educational only based on stereotypical points a view, teachers must possess qualified knowledge, skill, enthusiasm in teaching, hardwork and competency.

Keywords: Perception, Gender, Young Learner.

PERSEPSI SURABAYA GRAMMAR SCHOOL PADA PERBEDAAN GENDER GURU UNTUK PELAJAR USIA DINI (EYL)

Annisa Aninditha

Magister Pendidikan Bahasa Inggris Universitas Muhammadiyah Malang

aninditha16@gmail.com

ABSTRAK

Studi ini ditunjukkan tentang persepsi sekolah tentang perbedaan gender guru untuk pelajar usia dini adalah hal yang penting untuk dieksplorasi. Selain itu, memahami persepsi tentang perbedaan gender guru dalam mengajar layak untuk di pelajari, karena baik guru perempuan, dan guru pria memiliki cara mereka sendiri dalam mengajar pelajar di bawah umur.

Dalam proses belajar - mengajar, peneliti akan mengeksplorasi persepsi kepala sekolah mengenai perbedaan gender untuk pelajar usia dini , yang didukung dengan persepsi guru sekolah (rekan kerja) yang melihat perbedaan gender dan penelitian ini juga akan di mendapat informasi lebih tentang persepsi orang tua dan siswa mengenai guru wanita dan pria dalam mengajar pelajar di Bawah umur.

Dalam penelitian ini, peneliti menggunakan desain kualitatif. Peneliti hanya berfokus pada pengamatan dan eksplorasi persepsi terhadap guru perempuan dan pria di Surabaya Grammar School (SGS). Peneliti melakukan pengamatan di dalam dan di luar kelas. Kemudian, wawancara untuk mendapatkan informasi dan klarifikasi dari kepala sekolah, guru, orang tua, dan siswa tentang guru wanita dan pria di sekolah dan kelas.

Persepsi tentang para guru untuk pelajar usia dini selalu wanita tidak muncul di SGS sebagai salah satu sekolah yang berkualitas di Surabaya. Peneliti mengakui bahwa akan menjadi tidak adil untuk menilai pendidikan hanya berdasarkan stereotip dan pandangan yang berfokus pada perbedaan gender, guru harus memiliki pengetahuan yang berkualitas, keterampilan, antusiasme dalam mengajar, kerja keras dan kompetensi.

Keywords: Persepsi, Gender, Pelajar Usia Dini .

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INTRODUCTION

Age is considered a factor that affects the motivation of a second language student Sung (2013). Therefore, if age is a motivation that affects the acquisition of a second language, young learners can learn better as motivated learners (Akçay, Butuner & Akçed, 2015). Young learners experience that learning English can be described as a lot of fun and they become more confident in the use of language. It is very important and can be very helpful later when they learn English at a higher level and when they communicate in English Pislari (2009). The statement “the younger the better” is strengthening through the beliefs that younger children learn better and have longer exposure leads in the education process Damar (2013). These statements later trigger educational disputes about the best language teaching method for young learners.

There are two perspectives on the importance of teaching English for young learners. First, assumptions of judgment, attitudes, and beliefs develop at an early age Gursöy (2013). Therefore, helping young learners to develop a positive attitude toward different cultures should be regarded as an important aspect of Teaching English for Young Learner (TEYL). Second, some of them believe beginning to write and read in L1 helps the child to learn another language, and they emphasize the importance of starting from an early age in terms of having a positive attitude towards learning another language. Damar (2013)

As quoted in Er (2014), teaching English to young learners is a new field of study. It has been discussed earlier that children learn a foreign language better than adults, and this is often used to support as an introduction to foreign language teaching. Parents want their children to be introduced and develop English to get benefit from the new world. (Brock-Utne & Holmarsdottir, 2004; Enever & Moon, 2009; Gimenez, 2009).

Teaching English for young learners are different from teaching English for adults. Young learners want to feel they are having fun in the classroom. Thus, more cooperative rather than a competitive atmosphere (especially including some

physical rewards) will work better with young learners. Nihat (2010) "Young children like if their teachers' have a sense of humor, open-minded, adaptable, patient, etc.". (Scott & Yteberg, 2010). Young learners have different ways to keep interested and focused in the classroom, that's why the teacher in the adult area cannot directly specialize in a younger learner. Stelma (2010) Teachers specialize in the area of adult learners need experience to make them comfortable with young learners.

According to Ismail (2010) Language, teachers should be chosen by their language proficiency and the experience of having worked with young learners opposed to the experience of teaching adult language learners in the context of the EFL" means that young learner can get easy to understand if the teacher used simple language. Therefore, the young learner's teacher should have experienced in the Young learner field. "No matter which activity the teachers use, young learners should be supported by contextualizing the language with visuals, realia, mime and gesture" Nihat (2010)

Cited in (Yildirim & Dogan, 2010) The characteristics of YLs will naturally adjust when they are in the appropriate class atmosphere, YLs are ready to attract with the language. Teachers must be able to understand students' needs and they should have an understanding of students' development.

As stated in the (Ekin & Damar, 2013), "One of the important outcomes is YLs expects their teachers to use games, songs, visuals, and technology during their class practices. They want to be judged mainly by alternative appraisal techniques rather than intrusive and anxiety-stimulating pen-and-paper exams that are unrelated to the YL class "(Ekin & Damar, 2013)" For personality, young learners reflect on their social and emotional needs teachers who are tolerant, compassionate, praised, thoughtful, patient and self-sacrificing. Empathized can help learners to develop a positive attitude towards language learning and general learning".

Not only the teaching ways and strategy that has to be considered but teachers' gender has to be considered since teachers who have different gender will also do different ways of teaching English. Female and male teacher's sensitivity and

characteristics will affect the professionalism and learning process in the class or staff room. Lahelma (2000) stated that female teachers argue that male teachers can be useful to improve the status of professions or to improve the atmosphere in the staff room.

One of the issues in education is different teaching style depends on the teacher's gender. There are differences between male and female teachers in the classroom, since young learners have different cognitive abilities and learning styles. The differences teaching style between females and males will influence their brain development. (Oktan & Caganaga, 2015). In several issues, the difference teacher's gender will influence learner academics achievement (Halpern, 1986: Collins, Kenway and Mcleod, 2000; Swiatek & Lup Kwoski-Shoplik, 2000). The last several decades have proven that gender difference manifestly influences students' academic interests, needs, and achievements.

Female and male teachers are considered necessary in the education system. However, the female teacher's existence to young learners becomes an issue to research because the female teacher more often appears as a young learner teacher. Lahelma (2000) stated that "motherly" of female teachers were often mentioned by students. The "fatherly" qualities of male teachers were less mentioned". In the developed world, some parents want to see more men's pre-school teachers at school. Despite increased levels of education and the number of pre-school education teachers in the field, most of pre-school education teachers are still females. Erden (2011)

"Teaching young children historically considered a woman's job from its inception" (Kim, 2013). Society believes that the first image of childhood education can be seen as "mother-teacher." As cited in Sugg (1978), "The most prevalent images in early childhood education are examined, it can be seen "mother-teacher." The fact about female teachers' more apparent than male teachers' as stated in Baris (2013) in several areas, for example, Turkey, kindergarten name-calling as "anaokulu," in which the meaning is the school of a mother. From this case, there are

deep meanings related to childhood education and how education is constructed. These messages are given the image that pre-school is a safe place like with mother.

Some researchers found that “female teachers are better at instructional strategies and males are better at student engagement” (Oktan & Caganaga, 2015). Male teachers as role models to increase discipline and decreasing student’s negative behavior. A male teacher has a different teaching strategy to teach young learners through their masculinity. As cited in Baris (2013), “Men who would choose to teach young children would bring a different form of masculinity in the classroom”. The participation of male teachers in pre-school education not only help children in the early stages learning process but also provide them interactions which are different from the female teacher Sheue Fu (2012)

As stated in Erden (2011) "Male teachers must be supported three main reasons. First, there may be no father in a child's life. In the West, many children grow up in families with single parents, usually mothers. There is a need for a man to take a more active role in the child's life. Second, male can also be a positive role model for children. Male teachers can be taken as a source of role models, especially for boys. Besides, it can help children to develop their interests in the educational process. Male teachers can be a positive role in problems related to gender identity in the community. A male role model is important not only for boys but also for girls. Third, gender equality, if we can balance the number of male and female teachers, it can help the child to develop more positive behaviors inside and outside of the classroom.

(Erden, Ozgun & Ciftci, 2011) Stated male teachers can be role models for gender identity and gender roles in pre-school education, which is important for positive aspects of child development. (Sak and Sahin, 2012) state that "men are better at disciplinary issues, encouraging creativity, organizing physical activities and providing a more logical solution to different situations. Men's teachers are more democratic, fair, and kind in the classroom. "

The point of view about female teachers are more developed, especially as a young learner's teacher. The condition where female teachers bring their natural

biological and norms as a woman and supported with their teaching technique effectiveness. Some perspective (Nikolina & Sindik, 2011) stated that "females better at managing and controlling their emotions than male". Female teachers can encourage students to talk longer than when students are in classes lead by male teachers. Female teacher is more sensitive in students understanding. Also, female teachers were more attractive and explain the lesson clearly. Female teachers treat students like a mother treat her children" Taqi (2015)

Perspective about females as a teacher has a positive aspect in teaching strategies. Stated in (Weiner & Kallos, 2000) "women have made on teaching, they have brought positive aspect to education profession. We explore about women may be a better teacher than men, not because of any innate or biological abilities. but, because they tend to be more socialized than men into nurturing, maintaining an interpersonal relationship and providing a "caring" environment in which young people can develop."

All in all, understanding about different perception in teaching used by different gender teachers is worth to study since both female, and male teacher has their ways of teaching which contain plus and minus side.

Related with the background of the study, the researcher constructs the research problems are:

1. What are the school advisor's perceptions of female and male teachers' gender in teaching English to young learners?
2. How does the school's teacher (work-mate) perceive gender differences between male and female teachers they have worked with?
3. What are student's and parent's perceptions between female and male teachers in teaching EFL for young learners'?

LITERATURE REVIEW

Young Learner

Language learners can be elementary school students who get English materials as local content. They are beginner learners, but teachers cannot generalize them by giving same assignment or activity. They are divided into two groups, i.e.

the younger group (6-8 years) for the lower class level and the older group (9-12 years) for the upper-class level. (Scott & Ytreberg, 2010) divides them into a one-level or beginner-level Group (5-7 years) and a second level (8-10 years).

(Scott & Ytreberg, 2010) state that there are many characteristics of young children: First, at the age of 5-7 years (beginner level) began to be able to tell the activity and what they hear, think logically, express their imagination, use intonation while speak, interact and quickly understand the situation than the language in use. Children at the age of beginner level have started using language skills before they realize it, their understanding of it is through their hands, eyes, and ears. However, the beginner level has difficulty in distinguishing facts or fiction. Second, a child aged 8-10 years (second level) will depend on the words spoken and heard by the surrounding, in this step the children will ask a lot of questions, start being able to choose what they like and do not like and can cooperate with others.

Then, Utre (2004) says, "The concentration spans of adult learners are longer than young learners." It means that young learners get bored quickly. The teacher should make a variety of activities and exciting teaching techniques to keep their concentration. The characteristics of young learners are important to understand. By understanding their characteristics, it will be easier for the English teacher to select a suitable teaching technique to be used in the learning process.

Using body movements in the learning process is perfect for young student characteristics because the child likes to do physical movements. For example, they like to move from one place to another, getting around without thinking if they interfere with their environment or not, they don't like to stay in one place and not doing any activity. Broughton (2010) states that small children are physically active. Children also love to pay attention and emulate others do and say. This is the way they learn and develop their knowledge. It is powered by Broughton (2010) Kids love to be involved in something active. Teachers should be able to make the circumstances of the learning process according to child characteristics. This may motivate students to learn effectively so that learning objectives can be achieved well.

Teaching English for Young Learner

Teaching young learners are regarded as the most challenging level in language teaching. According to Brown (2001) states that because students at this level have little or no prior knowledge of the target language, teachers are deciding whether students can reach their goals or not.

Cameron (2001) insists, teaching English to young learners is not easy, because teaching between young learners and adults is different. Young learners have special needs in the learning process. Teachers need to know the basics of teaching young learners. Teaching English as a foreign language to young learners is one of the most challenging profession because teachers have to teach patiently and well in class management. Harmer (2007) confirms that good teachers are caring about the students' needs and using their teaching techniques. A good teacher can provide knowledge that is easy to understand. The motivation in teaching English for young learners is important because children have different moods every day.

Nunan (2011) confirms that motivation has two types: extrinsic and intrinsic. Extrinsic motivation is to learn something from the environment such as parents, teachers, and schools. Intrinsic motivation is to conduct or learn something of their own and without the influence of the environment. In the learning process, the teacher motivation is important because child considers the teacher as an angel, children believe their teachers than their parents. Motivation from parents or teachers also makes children confident in learning activities. Also, the teacher's motivation and enthusiasm needed during the class because it can make students more interested in the learning process. Enthusiasm can be demonstrated by doing something together like dancing or sing a song together. Enthusiastic teachers are one of the traits that help teachers succeed in the teaching and learning process Sabilah (2004). Therefore, teachers should have more motivation and enthusiasm to teach young learners.

Gender

Gender and sex, always moving side by side. Gender refers to how a person sees himself in terms of masculine and feminine tendencies. 'In many ways, gender represents a potential area of choice as an individual as it can be changed more easily than sex (Awan & Azeem, 2017).

Boys and girls learn to "do" gender social interactions and the hidden context of everyday experiences such as home, school, sports, and society, the media. Feminine and masculine stereotypes that have been formed and strengthened by the community have created an unbalanced relationship between men and women Florack (2011).

The scarcity of male teachers in education, especially in elementary schools and their rare presence has been a debated factor in the field of education. Martin (2005) indicated that the statistics for male teachers in elementary schools in the United States had decreased between 1981 and 2005 from 18 percent to 14 percent. These statistics cause concerns that male students do not have enough examples of male models in the classroom and the school environment (Katz & Sokal, 2008).

Perception

According to Mosher (1988), perception is a message built from our sensory system and past, the relevant information is stored in the brain. People may see and judge consciously and unconsciously. Our senses send signals to the interpreter where perception can occur without consciousness. Perception varies from person to person. Different people see different things about the same situation. But besides, people set different meanings of what they want to believe. And this meaning may change for a particular person. One has the power to change one's perspective or just make something mean anything else. What the child does, say, and belief is the result of the way they see the world. A lot of evidence suggests that the experience of learning and emotion is important in the way people develop about what and how they understand something. The biological process of perception can help explain this definition. How the brain interprets from the environment and turns into what people see and hear.

Previous Studies

There are several previous study relevant to this study that researcher use as a reference. Firstly, "The impact of teachers from different genders instructs students of different gender " by Ashley Florack (2012) who focus on the effects of different teachers gender who will instruct different students genders through the concept maps physical classroom space, teacher interviews, student attitude surveys. As a result, it reveals that students have the privilege of male and female teachers of the opposite sex. Secondly, "Investigate gender stereotypes in elementary education " by Matthew M. Calvanese, this research is about one of the gender stereotypes in America. This study investigates gender stereotypes by assessing their attitudes and views of four different teachers. The findings of this study are stereotypes in education, implications, and future research ideas.

RESEARCH METHOD

Research Design

In this research, researchers used a qualitative design. According to Ary (2010), qualitative research, researchers interpret human actions, institutions, events, and customs by describing or reading about what is learned in the field. (Bogdan & Biklen, 2012) state that qualitative research is descriptive, where the data is collected in the form of words or images. Data in the form of excerpts through documents, field notes, and interviews or excerpts from video footage, audiotapes, or electronic communications used to present the study findings.

The researcher observed to find out the perception of female and male teachers. Ary (2010) stated that the case study is the researcher's concern on a single unit to get depth description that is rich and holistic in the field. In This research, the researcher only focused on observing and exploring the perception of female and male teacher appearance at Surabaya Grammar School (SGS).

Research Setting and Subjects

The researcher choose one of the national plus schools in Surabaya Grammar School (SGS). The school was chosen because it is one of the qualified schools and favorite school, especially for young learners. The researcher observed the school's perception of female and male teachers. First, the perspective from school advisor, teachers, and parents as the source of information about the detail of the school and the criteria of the teacher whether the teacher was suitable or not. The second subject of research is young learners in Primary school (Lower Level) focus on 1- 3 level. The researchers got an analysis of young learners' responses to female and male teachers.

Data Collection

This section reflects steps in collecting the research data. It includes data sources, research techniques, and instruments.

Data Sources

The data were male and female teachers' containing their appearance in teaching English and related to the subject's research answer. The researcher got a source of the data from the school principal, teachers, student and parents.

Research Technique and Instruments

The researcher conducted qualitative research, the appropriate instrument to collect the data was the researcher. Supported with the observation and interview to collect the data, each of them will be explained below :

Observation

Ary et al. (2010) stated that observation is the basic technique to get data. In observation, the researcher could describe the phenomenon which happens in the field, such as setting, behavior, and interactions. This researcher conducted the school observation. In this study, the researcher acted as the non-participant who only evaluated the teacher and student activities. The observation has used the question from the research problem and questionnaire about the perception of female

or male teachers in teaching English. Then, the researcher used field notes, taking photos and interview guidelines as an instrument for approving the data.

Interview

In the research, the researcher applied another technique that was an interview. As cited in Ary et al. (2010) revealed, this technique could be used to get data about some strategies. There are three types of interviews are unstructured, structured, and semi-structured interviews. Unstructured interviews meant the question comes unplanned from the situation or depends on the participant's response. Meanwhile, a structured interview requires the interviewer to prepare the question to get the data. For the semi-structured interview is the interviewer planned the question and develop the data during the interview process.

In this research, the researcher used a semi-structured interview to get the data from the school advisor and teachers. Then, the researcher used unstructured questions to students and parents to clarify the data.

Data Analysis

The researcher will did some techniques for obtaining the data as follows as:

1. First, the researcher conducted the observation. The researcher will acted as a non-participant to observe teacher activities in teaching English. The researcher did some activities such as taking notes and taking pictures.
2. Second, the researcher did the interview session with the subjects' research. The interview conducted after doing observation to get information and clarification from the school principal, teachers, parents, and student's perceptions about female and male teacher's appearance in the school and classroom.
3. Third, the researcher transcribed the interview result with subjects research and recorded into text about how the subjects research the answer.
4. Fourth, the researcher conducted document analysis. In this step, researchers examined the subject's perceptions and opinions for adding the information. The researcher also used other instruments that are interview guides and questionnaires guide to getting the data.

5. Fifth, the researcher was described the result from interviews and observation to find out the teachers, school principal, students, and parent's perception about different teacher gender.
6. Drawing Conclusion, in this last step, the researcher saw what the data was and concluded the data that had been analyzed by related theories and the facts.

FINDING AND DISCUSSION

Research Findings

This chapter presents the results of the study based on the responses of the participants related to the statement of problems.

School Principal's Perception

Based on observation pictures and the interview result, the school principal's perception about female and male teachers are explained below.

1. School Principal's perception between female and male teachers

There are some interesting point of views from the Surabaya Grammar School (SGS) advisor about the difference of Excellency between female and male teachers. It is known that the education or teaching profession has more females than males, especially in young learners (EYL).

SGS gave fair and equal opportunity for female or male teachers. School principal convinced that gender equality will have a proper impact on the students. Since the students should understand about diversity without exception about gender. Male and female teachers have unique characteristics of how they can engage with the students. It started by the School Principal interview below:

“Female teacher has a wider chance to interact with the student than male teacher since many problems of sexual abuse at another school. It makes the parents in this school more comfortable if their children taught by the female teacher”

“ Male teacher still can interact with the student in many ways without having physical interaction to avoid that matter. Because having a male role

is also important for the student, to help them understand about different gender as their role model that related to their parents at home through female and male teachers."

Mulji (2010), elaborates that having same-gender teachers in teaching, can influence student understanding or behavior about role models. Students point a views of teacher as role models will remain the stereotypes.

Teachers to Teachers Perception of Different Gender (Work-Mate)

Students need to learn to interact with both genders through their life; school is one of the ways they can learn about gender itself. Particularly in the Teaching English Young Learner (TEYL) field, there are several reasons at a certain level in the learning development that the students respond better to female or male teachers. Every teacher regardless of their gender has their special traits to bring the students enthusiasm in learning English.

1. Female to Male teachers (Work-Mate)

Male teachers have such different skills and attitudes for reaching or engaged with the students. Especially, the teachers love to teach English through physical activity or games.

Many female teachers have a good acceptance of having male teachers as a work-mate because male teachers can be a good listener and team worker. Male teachers show about relaxed, independent, outgoing, verbally direct, well-structured, and organized while preparing material to teach the students. As stated by the female teacher:

a) *"Based on my observation so far, most students show their enthusiasm with the male. Especially with the attractive jokes, explaining by drawing, create interest games, or using physical activity."*

b) *"I perceive to work with male teachers because they are kind of easy going. People that can work together comfortably. Verbally*

direct, open-minded, and skillful also. So we can finish our work faster. Male teachers also tend to be more independent; they do not feel reluctant to do the job."

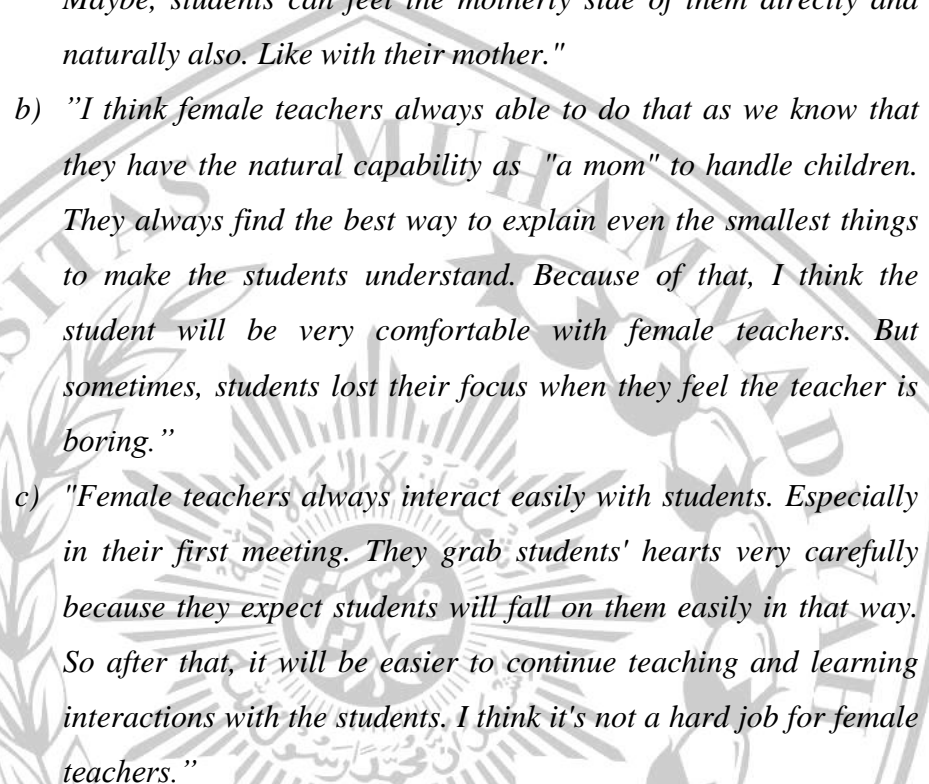
- c) *"The way how he interacts with the students is quite good. They can grab students' attention to keep an eye on them in the teaching process. Since male teachers have a loud and heavy voice, that has noticed the students. So, when both sides (teacher and students) are focusing on each other, teaching and learning interaction works well. No problem with it, the male teacher can handle young learners class well."*

2. Male to Female Teachers (Work-Mate)

Teachers' effectiveness not depending on gender, the most affected in teaching is by ability, experiences, and motivation of teachers. Traditional gender roles that both males and females need to change, especially in the education field. Since male and female teachers were different in significant ways.

If students can understand the equality of gender from the different appearance of teachers, students may decide in which teachers they relate or comfortable in the aspect of teaching and learning because as known that female teachers are more nurturing and sensitive to student's condition or feelings.

Mostly, female teachers are willing to give their time and show more empathy to their students, that gives a motherly impression. It makes that some students and especially parents, easily trust and feels that female teachers can settle down to teach their child. As one of a male teacher in SGS stated that :

- 
- a) *"For me, female teachers, of course, more patient to face the students. They have a motherly characteristic that comes naturally. They are willing to spend their time so they can build more relationships with students. It can be seen that students are easier to get closer when they meet female teachers than us. Maybe, students can feel the motherly side of them directly and naturally also. Like with their mother."*
- b) *"I think female teachers always able to do that as we know that they have the natural capability as "a mom" to handle children. They always find the best way to explain even the smallest things to make the students understand. Because of that, I think the student will be very comfortable with female teachers. But sometimes, students lost their focus when they feel the teacher is boring."*
- c) *"Female teachers always interact easily with students. Especially in their first meeting. They grab students' hearts very carefully because they expect students will fall on them easily in that way. So after that, it will be easier to continue teaching and learning interactions with the students. I think it's not a hard job for female teachers."*

Student's Perception of different teacher's gender.

Young Learner students focused on teachers as their role model and their ability to teach with a patient, fair, and understand to the student needs.

1. Students to Male Teachers

This finding showed responses from young learner students in primary 1-3 describing how they perceive male teachers. As well-known, there was a difference between female and male teachers, how they differ the perception between female and male teachers.

The results showed that students view their male teachers as a facilitator, and some of them reported having fun activities with their male teachers and told

that they could get clearly explained about the lesson from male teachers. They perceive their teachers to be play-mates and manage the teaching and learning process very enjoyable. According to Students Interviews below :

- a) *Male teachers are funny. Usually, male teachers like to do physical activities while teaching. (Student “JU”, P-1)*
- b) *Mr. J (Male) explains more. So I can understand easily because Mr. J always help with his clear instructions. (Students “D”, P-2).*
- c) *My favorite teacher is Mr.A (Male teacher) because sometimes he likes to tell stories. He gives clear instructions when teaching English than Ms. K (Female). He is very funny. He likes to make jokes while teaching. So we don’t get bored. (Students “K”, P-3)*

Those Interviews supported by their parents as followed:

- a) *I prefer “JU” to be taught by a male teacher. Because I ever saw that male teacher could run the class very well. (Student’s “JU” Parents)*
- b) *Student “D” ever told me that he likes both female and male teachers. But, Mr. J can explain the lesson more clearly. (Student’s “D” Parents)*
- c) *Students “K” told me that she has a favorite teacher that is Mr. A. From what I get means that “K” feels comfortable when learning with Mr.A because the learning atmosphere is fun. (Student’s “K” Parents)*

From interviews, the result show that students view their male teachers as their supporting system in their learning process from the way male teachers give clear explanations and instruction. Students also can get more activities to develop their learning experience. Male teachers can engage with the students through fun-activities and as students play-mates.

2. Students to Female Teachers

Perception would always be related to people's life without exception whether children , young age or adolescent. Young learners will explain and describe their perception about the way they perceive the teacher's appearance by talking about the teacher's interesting side rather than personal objects. Young learners will easily attract the teachers when the teachers have interaction in their everyday activities.

Student's responses to female teacher's appearances are always motherly and patient towards the students. The researcher also found that the students value the female teachers as approachable, able to joke with the students, exciting, and quickly understand the teaching and learning process. It showed in the interview result below :

- a) *I like the male teacher but. Ms. A (female teacher) explains clearly, she helps me more when I found difficulties in English lessons. (Student "J", P-1)*
- b) *I like Ms. C because she is nice and fun. Ms. C also likes to smile. Her expression is always funny. When I get a bad score, she never angry with me. She just says," it is ok, later we will study together again to get a better score. (Student "D", P-2)*
- c) *I like Ms. J because she is patient, caring and very helpful in everything like my mom. Ms. J is cheerful. She explains material clearly. Sometimes she moves her body and using some tools like flashcards, picture, song, etc. (Student "S", P-3)*

Those Interviews supported by their parents as followed:

- a) *I don't think whether it is a female or male teacher has no effect on the lesson as long as the teacher capable of teaching.
(Student's "J" Parents)*
- b) *I prefer my son with a female teacher because I think a female teacher is more caring than the male. He ever told me that he likes*

both female and male teachers. He told me that Ms. C more playful in class, while Mr. J explains the lesson more clearly.

(Student's "D" Parents)

- c) She seems no problem with a male or female teacher. Nevertheless, I have the idea that female teachers have more expressive than male ones. However, everything depends on how my daughter feels. As long as no problem with her teacher and English lesson, I am fine. (Student's "S" Parents)*

Discussion

Based on the findings in Surabaya Grammar School (SGS). These are the points that can be concluding related to about the school's perception of female and male teachers. Nowadays, most people when asked to think of a teacher, they will be drawn to the work for women. As stated by Cruickshank (2019), most female teachers works in pre-school and elementary education, in particular, are the case for many other countries of the world. Appleton (1997) is that the historical relationship between elementary school teachings and ideologies surrounding domesticity and the definition of ' ' worthy place of women '. SGS has answered the researcher; They all have male and female teachers equally.

Based on the observation and interviews, the researcher found that the learning process was not depending on different teacher's gender. The learning process depends on the factors about how teachers, whether female or male, can build a comfortable situation and condition in the learning process. In SGS, there are no significant differences between female and male teacher's appearance from students, parents, and school perceptions. The effectiveness of teachers does not rely on their gender, but is extensively influenced by their capabilities, talents, experience, and motivation of teachers and demeaning the effectiveness of teaching and teacher effects to gender teachers is very simplistic.

The reasearcher found that, the learning process in the classroom can run very well because both of teachers with different gender can work together to guide the

students. SGS has answered the researcher; They all have male and female teachers equally.

School principal's mentioneds the most valuable teachers when they can facilitate students with a positive learning process. To facilitate learning, teachers should have good relationships with the students. School principal believe that both genders can understand their student's needs. It is demonstrated in SGS cooperation in the classroom will establish a strong relationship between teachers and students to support sustainable learning in a social environment. The environment with a positive perception can interfere with the energy circulation which will affect positive relationships and opportunities for personal growth and facilitated learning.

It can be proved from the observation in the field, female and male teachers can build good relationship with the students through the learning activities not only inside but also outside classroom activities.

The influential SGS principal and teachers considered for the teacher is not about gender difference they have work with. Selecting a teacher's competency-based on their positive personal characters that can support them as a qualified teacher. Each teacher has their specialty to bring their students to engage with the learning process. As stated in Haase (2008) concerning the quality of teachers in education is how the teachers in the teaching and learning process; how they support to improve students from the cognitive, affective, social, and emotional aspects and the extent to which they are responsible rather than their gender.

Since both gender teachers have their way to make their class reach the effectiveness in the learning process, knowledgeable, have a positive impression and hard-work, those will support their competency. If teachers can make students and parents comfortable and trust to learn in SGS means that the teacher is competent.

The researcher found the similarity of perception among both genders from students. Parents and Students have a positive perception of both genders. There were few parents that felt comfortable with female teachers because they could quickly build relationships with students. On the other side, parents thought that male teachers

have better control in the teaching process because of their commanding side naturally without direct or personal interaction with the students.

Students preferred female teachers because of their sincerity, hard-work, efforts in prepared learning material, and politeness. Student's perceptions of female teachers that have natural factors like empathy, good-listener, and a better understanding of student's needs. Students feel that female teachers are friendlier; they need female teachers because always patient.

Male teachers who are employed in SGS may differ from female teachers in the way they teach and implement the teaching and learning process. Students responses to the male teachers because a male has a different sense in teaching like learning fun activities that make students can play with the teachers. Students thought that male teachers have a sense of humor, show a more positive side, and can control student's behavior.

Students present neutral perceptions influenced by teacher's attitudes in the classroom. Based on their interviews, female and male teachers are not discriminated by the students. Students identified that both gender have excellent and fluent in English. Female teachers are always kinder, and male teacher appears better at explaining. Male teachers show effectiveness and competence in teaching in their characteristics while female teachers demonstrate competence and warmth side. Both genders have the same equal perceptions of students.

Student's views are changing from the perception of teacher gender into a teacher with good knowledge and teaching styles, and students feel that teachers should behave communication skills and friendly.

CONCLUSION AND SUGGESTIONS

Conclusion

The stereotypical perception about EYL teachers is always woman does not appear in SGS as one of the qualified school in Surabaya. Based on findings and discussion, the researcher concluded that there is not discrimination perception between both genders. Their hard-work could decide the competency of teachers, produces a

positive impression, neat, polite, and facilitates the students in the learning process with knowledge. It can build very well point of view and attention from students and parents.

Teachers must possess qualified knowledge, skill, and enthusiasm in teaching because student's perception expects to have a teacher that gives feedback as to their evaluation for the teachers. Dedicated and intelligent and also well - preparing material makes the teachers gain respect from students. The goal is to be a good teacher.

Students do not concern about the teacher's gender, but it also relates to teacher professional skills. Furthermore, Male teachers are better at preparing the lessons, help students to learn more, and understand student needs. Male teachers know how to engage in in-class activities and more fair in grading. Besides that, female teachers are viewed as knowledge-able, kindness, and motherly.

The researcher admits that it would be unfair to judge the educational only based on stereotypical points a view that teacher for EYL is always describing as a woman's job. We can conclude that female teachers held some strong characteristics in the education field. Moreover, male teachers are efficient in the process of teaching and learning. Teachers should be skillful and professional, not only in teaching but also in building positive relationships with the students. Cited in Darwish (2006), teachers are not only regarded as an informational divider but also facilitators who should be trusted and accepted by the learners to facilitate the teaching and learning process.

Suggestions

Based on the research findings and discussion, it is needed to provide useful recommendations. The recommendations are provided for the teacher & school, parents, and further researcher.

This researcher aimed to open our perspective and perception of the significance of the equality role between females and males in the development of education, especially in young English learners (EYL) field. Have an equality teacher's gender can help the students to decided whom they can relate in aspects of

teaching and role models. Students who have a positive relationship with their teacher will be more engaged in learning.

The researcher hoped that other schools and parents are open-minded and welcoming the equality between male and female teachers to take part in the young English learner (EYL) education development.



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APPENDIX 1

INTERVIEW GUIDLINE FOR STUDENTS

Table 1: Students Questionnaires

List Of Question	Female Teachers'	Male Teachers'
1. I'm happy learning English with?		
2. I get clear instruction about Learning English from?		
3. The teachers helpful when you encounter difficulties with the English learning process?		
4. The teacher expresses and demonstrates enthusiasm when English teaching and learning?		
5. Always give motivation for students to learning English		

INTERVIEW GUIDLINE FOR PARENTS

Table 2 : Parents Questionnaires

No	Research Problem	Research Questions
1.	What are parent's perceptions of the difference teachers' gender in teaching English to young learners?	1. Did your child demonstrate enthusiasm in learning English with current teacher (male/female)? 2. Did your child ever told you about which teacher that she or he likes/enjoy the most?

INTERVIEW GUIDLINE FOR SCHOOL ADVISOR

Table 3 : School Principal Questionnaires

No	Research Problem	Research Questions
	<ol style="list-style-type: none"> 1. What are school perceptions of the difference teachers' gender in teaching English to young learners? 2. What are the characteristic between female and male teachers' gender to encounter the students? 3. How do the schools' perceive gender differences between the male and female teacher they have worked with? 4. How schools conclude teacher competency (competent versus incompetent) varied by gender ? 	<ol style="list-style-type: none"> 1. What are school advisor perceptions about different female/male teacher in teaching? 2. What are teacher perceptions about male/female strategies to encounter the students? 3. How work-mate teacher/school advisor evaluate male/female teacher work in classroom with student? 4. How teacher/school advisor evaluate male/female with other work-mate? 5. How school advisor can quantify between male/female teachers competency?

INTERVIEW GUIDLINE FOR TEACHERS

Table 4 : Teachers Questionnaires

No	Research Problem	Research Questions
	How do the school's teachers (work-mate) perceive gender differences between the male and female teacher they have worked with?	<ol style="list-style-type: none"> 1. How do you think the student mostly prefer on female or male teacher ? 2. How do you know that your students show enthusiasm with that teacher ? 3. How do you perceive about female or male teacher in this school? 4. How about female or male teacher interaction with the students

APPENDIX 2

1. Surabaya Grammar School Principal Interview Transcript

R:	What your perception between female and male teachers?	1
PRNCPL:	Female teacher has wider chance to interact with the student than male teacher since many problem of sexual abuse at other school. It makes the parents in this school more comfortable if their children teach by the female teacher. But, actually it does not make big matter male teacher still can interact with the student in many ways without having skin touch to avoid that matter occur. Because having male role is also important for the student, to help student understanding about different gender as their role model that related with their parents at home through female and male teachers.”	2
R:	How Surabaya Grammar School perceive between male and female teacher?	3
PRNCPL:	School don't have any discrimination or special preference to female or male teacher.	
R:	Is there any significant different between both gender or may school have special criteria to decided their competency?	4
PRNCPL:	Actually there is no differences or special criteria for both gender. But, school still have the standart for their comptency and thats not relate with gender. School needs both gender as a teacher. The important things that school consider are students feel comfortable to learn and parents trust to sent their child to school here.	5
R:	How about effectiveness or the competency for both teacher gender?	6
PRNCPL:	Surabaya Grammar School not depending on the teacher gender in learning process. We need both gender because every students have different needs and role models. Students have their own expectation for their teacher, thats why we perceive both gender because female teacher not usually suitable for all girls and not all boys suitable with male teachers. School committee decided to balancing of this condition based on students needs. Since, each teacher have their own way to make their class reach the effectiveness. School standart is the teacher should knowledgeable, have positive attitudes and hard-work. It will support their effectiveness and competency, as long as the teacher can make students and parents feel comfortable means that the	7

	teachers is competence enough.	
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2. Female Teacher Transcript

R:	How do you perceive about male teacher in this school?	1
FT:	I perceive to work with male teacher because they are kind of easy going. People that can work together comfortably. Verbally direct, open-minded and skillful also. So we can finish our work faster. Male teacher also tend to be more independent they don't feel reluctant in doing the job.	2
R:	Is it the student show their enthusiasm or interest with male teacher?	3
FT:	Based on my observation so far, most of students show their enthusiasm with the male. Especially with the attractive jokes, explaining by drawing, create an interest games or using physical activity.	4
R:	How about male teacher interaction with the students?	5
FT:	The way how the interact with the student is quite good. They able to grab students' attention to keep eye on them in teaching process. Since male teachers have loud and heavy voice, that's noticed the students. So, when both sides (teacher and students) are focusing on each other, teaching and learning interaction works well. No problem on it, male teacher can handle young learners class well.	6

3. Male Teacher Transcript

R:	How do you perceive about female teacher in this school?	1
MT:	For me, female teacher of course more patient to face the students. They have motherly characteristic which come naturally. They are willing to spend their personal time so, they can built more relationship with students. It can be seen oftenly that student easier to get closer when they meet female teacher than us. Maybe, students can feel the motherly side of them directly and naturally also. Like with their own mother"	2
R:	Is it the student show their enthusiasm or interest with female teacher?	3
MT:	Of course yes! I think female teacher always able to do that. As we know that they have natural capability as "a mom" to handle children. They always find the best way to explain even the	4

	smallest things to make the students understand. Because of that, I think student will be very comfortable with female teacher. But sometimes, students lost their focus when they feel the teacher is boring.	
R:	How about female teacher interaction with the students?	5
MT	Female teachers always interact in smooth way with the students. Especially in their first meeting. They grab students' heart very carefully, because they expect students will fall on them easily with that way. So after that, they will be easier to continue teaching and learning interactions with the students. I think, it's not a hard job for female teacher.	6

4. Student "D" Interview Transcript

R:	Are you happy in learning English?	1
D:	Yes, I am. I like English and Science because the teacher is fun	2
R:	Which teacher you like to learn with (Female or male)?	3
D:	Female. She is Ms C because she is nice and fun. She likes to play	4
R:	Which teacher gives you clearer instruction in English lesson (Female or male)?	5
D:	Mr J explains more. So, male	6
R:	Which teacher you feel more helpful when you get difficulties in learning English? (Female or male)?	7
D:	Ms C, she can explain clearly if I don't understand	8
R:	Which teacher looks cheerful when they are explaining in the classroom (Female or male)?	9
D:	Ms C likes to smile. Her expression always so funny	10
R:	Which teacher makes you enjoy in learning English (Female or male)?	11
D:	Ms C, because when I get bad score, she never angry to me. She just say "it's ok, later we will study together again to get better score:	12

5. Student “D” Parents Interview Transcript

R :	Which one you prefer to teach your children (Female or male)?	1
DP :	Female, because I think female teacher is more caring than the male.	2
R:	Did your son ever tell you which teacher he prefers to (female or male)?	3
DP:	He ever told me that he likes both female and male teacher. Because both of them are nice to the students. He told me that Ms. C more playful in class so he likes to learn English fun. While Mr. J explains the lesson more clearly, so it's easier for him to understand the instruction and lesson.	4

6. Student “K” Interview Transcript

R:	Do you like learning English?	1
K:	Yes	2
R:	Who is your favorite English teacher?	3
K:	Mr. A	4
R:	Why do you like him?	5
K:	Because he likes to tell story	6
R:	What else do you like from him? Does he explain the lesson clearly?	7
K:	Yes, he is really clear in teaching English. If Ms. K not really	8
R:	So, you mean that Ms. K not really helpful also when you don't understand the lesson?	9
K:	She is helpful actually, but not really smiles. Seems so serious	10
R:	Is he expressive when teaching?	11
K :	Yes, he is very funny. He likes to make jokes while teaching. So we don't get bored.	12
R:	Which teacher makes you enjoy in learning English (Female or male)?	13

K:	Ms. K	14
R:	Why?	15
K:	Ms. K always tells me to not give up. She is ok when I get remedial	16

7. Students “K” Parents Interview

R:	Which one you prefer to teach your children (Female or male)?	1
KP:	I don't have any tendency whether female or male teacher is better. For me, as long as they can teach properly, “K” also can follow the lesson, and the score is good, I am good with any of them.	2
R:	Did your daughter ever tell you which teacher she prefers to (female or male)?	3
KP:	Yes, Mr. A	4
R:	Did she explain why?	5
KP:	She said because Mr. A is fun. Not really discipline	6

8. Student “S” Interview

R:	Are you happy in learning English?	1
SP:	Of course, I like English	2
R:	Who is your teacher?	3
SP:	Ms. J, sometimes Mr. L	4
R:	Which one do you like more?	5
SP:	Ms. J	6
R:	Why do you like her more?	7
SP:	Because she is patient, caring like our mom, very helpful in everything, cheerful	8
R:	Does she always support you in learning English?	9
SP:	Yes of course, she is really clear in explaining. Sometimes she moves her body and using some tools like flashcards, picture,	10

	song.	
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9. Student “S” Parents Interview

R:	Which one you prefer to teach your children (Female or male)?	1
SP:	I am not depending on the teacher whether they are female or male. I think both will be the same. Because my daughter like English so much. She seems no problem with male or female teacher. But, I have an idea that female teacher more expressive than the male one. Since they have motherly side as woman to caring the children more than the male teacher. However, everything depends on how my daughter feels. As long as no problem with her teacher and English lesson, I am fine.	2
R:	So, it means you can see the enthusiasm on your daughter in learning English?	3
SP:	Yes, she always enthusiast in every English lesson	4

10. Student “J” Interview Transcript

R:	Are you happy in learning English?	1
JO:	Yes, I am	2
R:	Which teacher you like to learn with (Female or male)?	3
JO:	Female I think. I like her explanation, it's clear. When I get bad score, she always helps me to learn more so I can get better score.	4
R:	How about male teacher?	5
JO:	Mr. M is fun. He likes to use his gesture very funny when explaining something. He never scolded when students get bad score. He motivates us like, it's ok we can do better next. That's why we don't fee afraid of him also.	6

11. Student “J” Parents Interview Transcript

R:	Which one you prefer to teach your children (Female or male)?	1
JO.P:	I don't think whether is it female or male teacher have no effect to	2

	lesson as long as the teacher capable in teaching.	
R:	Did your child ever tell you which teacher she prefers to (female or male teacher)?	3
JO.P:	Male, Mr. M because he is fun	4

12. Student “JU” Interview Transcript

R:	Are you happy in learning English?	1
JU:	Yes, if it is fun	2
R:	Which teacher you like to learn with (Female or male)?	3
JU:	Male teacher	4
R:	Why?	5
JU:	Because male teacher is so funny. Usually male teacher like to do physical activities while teaching.	6
R:	Do male teacher explain the lesson clearly?	7
JU:	Not really. Ms. A (female teacher) explains more clearly.	8
R:	Who help you more when you have difficulties in English lesson (male or female teacher)?	9
JU:	Female teacher	10

13. Student “JU” Parents Interview Transcript

R:	Which one you prefer to teach your children (Female or male)?	1
JU.P:	Male teacher	2
R:	Why?	3
JU.P:	Because I ever see that male teacher could run the class very well. Students become more discipline, the class also fun with activities, so students engage the lesson confidently.	4
R:	Did your child ever tell you which teacher she prefers to (female or male teacher)?	5
JU.P:	He never tell me specifically about it.	6

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